

Title II of the Higher Education Act Intuitional Report

APPENDIX C

Annual Institutional Questionnaire on Teacher Preparation:

Academic year: 2000-2001

Office of Postsecondary Education, U.S. Department of Education

Report Year 2: (Fall 2000, Winter, 2001, Summer 2001)

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Section I. Pass rates.

Please provide the information in Tables C1 and C2 on the performance of completers of the teacher preparation program in your institution on teacher certification/licensure assessments used by your state.

Program completers for whom information should be provided are those completing program requirements in the most recent academic year. Thus, for institutional reports due to the state by April 7, 2001, the relevant information is for those completing program requirements in academic year 1999-2000. For purposes of this report, program completers do not include those who have completed an alternative route to certification or licensure as defined by the state.

The assessments to be included are the ones taken by these completers up to 5 years before their completion of program requirements, or up to 3 years afterward. (Please note that in 3 years institutions will report final pass rates that include an update on this cohort of completers; the update will reflect scores reported after the test closure date.) See guide pages 10 and 11.

In cases where a program completer has taken a given assessment more than once, the highest score on that test must be used. There must be at least 10 program completers taking the same assessment in an academic year for data on that assessment to be reported; for aggregate or summary data, there must also be at least 10 program completers (although not necessarily taking the same assessment) for data to be reported.

Note: The procedures for developing the information required for these tables are explained in the National Center for Education Statistics document entitled *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation: Title II, Higher Education Act*. Terms and phrases in this questionnaire are defined in the glossary, appendix B of the guide.

Section I. Pass rates.

Table C1: Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program

<i>Table C-1</i>	<i>HEA - Title II 2000-2001 Academic Year</i>		
Institution Name	Webster University		
Institution Code	6935		
State	Missouri		
Number of Program Completers Submitted	86		

Number of Program Completers found, matched, and used in passing rate Calculations ¹	86				Statewide		
<i>Type of Assessment</i>	<i>Assessment Code Number</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
Professional Knowledge							
Professional Knowledge	520	1			1		
Principles of Learning and Teaching (5-9)	523	1			47	47	100%
Academic Content Areas							
Art: Content Knowledge	133	5			93	93	100%
Biology: Content Knowledge, Part 1	231	2			66	65	98%
Early Childhood Education	020	8			281	280	100%
Elem Edu: Curriculum, Instruction, and Assessment	011	29	29	100%	1615	1536	95%
English Lang., Lit. and Comp. : Content Knowledge	041	11	11	100%	205	197	96%
Mathematics: Content Knowledge	061	6			105	91	87%
MS Mathematics: Content Knowledge	069	1			22	20	91%
MS Science: Content Knowledge	439	3			22	19	86%
Music Education: Content Knowledge	113	2			100	98	98%
Social Studies: Content Knowledge	081	9			272	261	96%
Spanish: Content Knowledge	191	1			33	28	85%
Other Content Areas							
Teaching Special Populations							
Special Education	350	7			196	196	100%

Table C2: Aggregate And Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program						
Table C-2	HEA - Title II 2000-2001 Academic Year					
Institution Name	Webster University					
Institution Code	6935					
State	Missouri					
Number of Program Completers Submitted	86					
Number of Program Completers found, matched, and used in passing rate Calculations ¹	86			Statewide		
Type of Assessment ²	Number Taking Assessment ³	Number Passing Assessment ⁴	Institutional Pass Rate	Number Taking Assessment ³	Number Passing Assessment ⁴	Statewide Pass Rate
Aggregate - Basic Skills						
Aggregate - Professional Knowledge	2			53	53	100%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	77	76	99%	3086	2929	95%

Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)				165	164	99%
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)	7			309	307	99%
Aggregate - Performance Assessments						
Summary Totals and Pass Rates⁵	86	85	99%	3612	3452	96%

¹ The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

² Institutions and/or States did not require the assessments within an aggregate where data cells are blank.

³ Number of completers who took one or more tests in a category and within their area of specialization.

⁴ Number who passed all tests they took in a category and within their area of specialization.

⁵ Summary Totals and Pass Rate: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and the total pass rate.

Section II. Program information.

A Number of students in the regular teacher preparation program at your institution:

Please specify the number of students in your teacher preparation program during academic year 2000-2001, including all areas of specialization.

1. Total number of students enrolled during 2000-2001: **1,103 (Undergraduates, post-baccalaureate full and part time)**

B Information about supervised student teaching:

2. How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 2000-2001? **83**

3. Please provide the numbers of supervising faculty who were:

5 Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.

3 Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.

12 Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

Total number of supervising faculty for the teacher preparation program during 2000-2001: **20**

4. The student/faculty ratio was (divide the total given in B2. by the number given in B3.): **4.1/5**

5. The average number of hours per week required of student participation in supervised student teaching in these programs was: 35 hours. The total number of weeks of supervised student teaching required is 10-16*. The total number of hours required is 350-560 *hours.

C Information about state approval or accreditation of teacher preparation programs:

6. Is your teacher preparation program currently approved or accredited by the state?
☒ Yes ☐ No
7. Is your teacher preparation program currently under a designation as “low-performing” by the state (as per section 208 (a) of the HEA of 1998)? ☐ Yes ☒ No

*Differing numbers per week are required for certification areas. These programs require a minimum of 16 weeks: Special Education, Art, Music, Early Childhood, Foreign Language (French & Spanish). 10 weeks: Elementary, Unified Science/ Biology, Math, English, Social Studies, Middle School. NOTE: See appendix A of the guide for the legislative language referring to “low-performing” programs.

Section III. Contextual information (optional).

A. Please use this space to provide any additional information that describes your teacher preparation program(s).

Description of teacher education program

Webster University School of Education has had a professional development school relationship with the Pattonville School District for the past five years. Students take courses in the school district, work with K-12 district students at all levels of field experience, and may choose to apprentice teach within the district. Students participate fully in creating and implementing action plans for the partnership, attend conferences supporting it, and assist in evaluating the work of the partnership. A grant has offered stipends to students who choose to participate in partnership activities.

The School of Education is also establishing partnerships with urban schools in the St. Louis City School District. Students will work with one of two elementary schools and take classes in the school. Work with K-12 students, beyond course requirements, will be supported by a grant. Students committing to teach in an urban setting can receive Title II tuition grants through the partnership.

The School of Education also has a partnership with the Webster Groves and Clayton School districts. Methods courses use Webster Groves classes as sites for school-based learning. Webster University faculty has worked closely with school personnel on grants and university classes are taught in school district buildings.

The Beatrice and David Kornblum Institute for Teaching Excellence is an integral part of Webster University's School of Education. The Institute supports innovative education, program development, community service, and improved teaching and learning with emphasis on economically disadvantaged minority, immigrant, and/or disabled (at risk) public school children from the urban setting.

Students in the School of Education may include fieldwork in varied educational settings at Webster University's international campuses, conferences, study tours, professional development schools. Student Literacy Corps, The Institute for Inclusive Education, and field experience in inclusive schools all prepare students for teaching in an increasingly diverse society.

The Education Association and Student National Education Association are supported by the Student Government Association and, according to SGA guidelines, are open to students across the university. The Student Council for Exceptional Citizens is not yet university-supported but attracts students across the campus. The Student Literacy Corp draws students from every major to tutor needy children. It is supported by the School of Education and LIFT (Literacy Investment for Tomorrow). The School of Education houses the leadership program designed to prepare student mentors, who work across the campus.

Webster University is working toward adoption of the International Society for Technology in Education standards for preservice teachers. Preservice teachers are required to take one three-hour course in the use of

technology in the classroom. Students are expected to use technology in supporting K-12 learning and are required to show technological skills in a program portfolio. A technology center is devoted to the needs of education students and students also have extensive campus lab access. Students have e-mail accounts and courses may use e-mail as a means of communication among students, instructors and supervisors for discussion forums, Internet chat and list-serves.

Webster graduates have earned honors including Teacher of the Year at the school and district levels; the Emerson Electric "Excellence in Teaching" award; a Young Educator of the Year award from the Jaycees; and the Outstanding Future Teacher award from the Missouri Association of Teachers of English. Others have been recognized for developing innovative instructional programs such as PRISM (Practical Research Investigating the Scientific Methods), an in-school writing lab, and after-school tutoring programs.

B. Missouri has asked each institution to include at least the following information.

1. Institution Mission

Webster University is an independent, comprehensive, nondenominational, multi-campus, international university with undergraduate and graduate programs in various disciplines, including the liberal arts and sciences, the fine and performing arts, teacher education, communications, and business and technology.

Webster University combines the cultural, intellectual legacies of the past with a pragmatic concern for meeting the challenges of the present and the future: In doing so, Webster University:

- *Creates a student-centered environment accessible to individuals of diverse ages, cultures, and socioeconomic backgrounds.
- *Sustains a personalized approach to education through small classes and close relationships among faculty and students.
- *Develops educational programs that join theory and practice and instill in students the spirit of systematic inquiry.
- *Encourages creativity, scholarship, and individual enterprise in its students and faculty.
- *Promotes international perspectives in the curriculum and among students and faculty.
- *Encourages in its students a critical cast of mind, a respect for diversity, and an understanding of their own and others' values.
- *Fosters in its students a lifelong desire to learn and a commitment to contribute actively to their communities and the world.
- *Educates diverse populations locally, regionally, nationally, and internationally.
- *Strengthens the communities it serves through support of civic, cultural, corporate, and educational organizations

Webster University is an independent nondenominational institution with undergraduate and graduate programs. The university was founded in 1915 and the main campus is located in Webster Groves, a St. Louis suburb. In addition to the programs offered at the main campus, the university provides undergraduate study opportunities at two other St Louis-area locations. Webster University offers undergraduate programs at additional campuses in the United States. Students may also study at Webster's international campuses in Geneva, Switzerland, Leiden, Netherlands; London, United Kingdom; Vienna, Austria; China; and Thailand.

2. Educational Philosophy

Webster University Philosophy

Webster University's major objective is to provide individuals with the educational foundation necessary to meet the demands of contemporary society. Webster University believes in the value of a liberal arts education that introduces the student to a range of ideas and vocational or professional options. The institution's aim is to prepare individuals for life and work by teaching a variety of skills that can be applied in a number of occupational settings. The flexible design of Webster's undergraduate program enables individuals to pursue defined career goals within the context of a liberal arts curriculum.

Webster's baccalaureate programs consist of a general education component, a major, and elective courses. Students have the opportunity to select substantial parts of their curriculum to best develop and fulfill individual

goals and objectives. Courses are carefully chosen during registration in consultation with the student's academic advisor, normally a member of Webster's faculty. This system, combined with Webster's small classes, provides students with personalized attention and close interaction, and encourages both academic growth and personal development.

Mission Statement of the School of Education

The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that enable them to guide both themselves and others toward lifelong learning. The School of Education is a community of teacher-scholars who apply critical reflections and creative energies to enhance learning in school and other educational settings. The faculty strives to do this by modeling effective teaching practices based on sound theory and research. The personalized approaches make for a challenging, yet supportive, environment that permits the risk-taking necessary for learning and growth. The school of Education encourages its faculty and students to work actively toward this end, keeping in mind that the actions must be rooted in visionary yet realistic thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

3. Conceptual Frameworks

Webster University is an independent, comprehensive, nondenominational institution with undergraduate and graduate programs. The university's objective is to provide individuals with the educational foundation necessary to meet the demands of the contemporary global society. The university combines the cultural intellectual legacies of the past with a pragmatic concern for meeting the challenges of the present and the future.

The university continues the mission of the founding Sisters of Loretto, who established the goal of social justice through lifelong learning. The most recent vision statement declares that the university's goal is to produce productive citizens of the global society.

Webster's programs adhere to the motto "**...act with courage to do what is best for all students**". The Conceptual Framework of the School of Education is organized around four strands of competence: acquisition of a knowledge base; development of communities of learners; demonstration of social justice and equity; and the attainment of professionalism. Each strand represents an essential component of the teacher education programs and is further refined through the identification of indicators of competence within each strand.

Teacher/administrator candidates demonstrate knowledge of the subject matter based on personal inquiry and scholarship. This knowledge base includes command of their subject matter and understanding of sufficient complexity to enable them to facilitate diverse student learning of key concepts in the field. In addition, graduates' knowledge bases include the understanding about learners' affective, cognitive, and physical development, the culture of the school and the legal processes that affect schooling.

Teacher/administrator candidates participate in a community of learners, including students, colleagues, and families. They model/support effective teaching and assessment practices based on sound educational theory. Candidates are encouraged to be innovative and experiment with curriculum as an on-going part of teaching. They embrace diversity by incorporating a variety of cultural perspectives in their teaching as they design instruction to meet the diverse needs of the children in their school settings. Finally, teacher/administrator candidates reflect upon their own practice to become agents of change in the classroom and the community.

4. Program completers who teach in the private schools and out of state

Private Schools:	3
Out-of-State:	5